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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 14 titles deal with a variety of topics, including the following: (1) the influence of black nonstandard English on how a person is perceived, (2) Navajo language maintenance and shift, (3) the relationship of the syntactical features of ebonics and the reading comprehension achievement of middle class black children, (4) the communication patterns of aged Jews in a modern urban setting, (5) techniques for aiding black basic writers, (6) the relationship between understanding grammatical conjunction and reading comprehension in Native American children, (7) idiomatic communication behaviors as indicators of acculturation, (8) the determination of the scoring criteria for a Spanish informal reading inventory for bilingual students, (9) inner-urban schools and reading achievement, (10) the effects of an intercultural communication workshop on American participants' intercultural communication competence, and (11) the use of linguistic structures in folklore for teaching Spanish reading comprehension skills to fourth grade Puerto Rican children. (FL)

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A STUDY IN THE USE OF LINGUISTIC STRUCTURES IN FOLKLORE FOR TEACHING SPANISH-READING COMPREHENSION SKILLS TO FOURTH-GRADE PUERTO RICAN CHILDREN

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THE INFLUENCE OF BLACK NON-STANDARD ENGLISH ON PERSON PERCEPTION Order No. DA8213655

CRAFT, JOHN ALBERT, PH.D. *The University of Florida*, 1981. 73pp.
Chairman: Dr. Norman N. Markel

The need for and merits of bi-dialectalism are currently an area of some controversy. Previous investigation suggests that speakers of stigmatized dialects of English in the U.S.A. culture are at an evaluative disadvantage when compared with speakers of General American dialect. These same studies have consistently found that Black Non-standard (BNS) dialect is associated with very negative stereotypes. The studies which have arrived at these conclusions are less than compelling, however, because of a number of common methodological flaws.

This study was designed to test, under more stringent conditions, the validity of the findings that BNS speakers are at a disadvantage when compared to General American speakers. In addition, an attempt was made to separate the grammatical and phonological channels of speech in order to identify the basis for speech linked stereotypes.

Spontaneous speech samples were collected from white and black males of similar education and age describing a non-salient landscape. These speech samples were then transcribed. The scripts were then exchanged among groups and re-recorded in an attempt to separate the two major dimensions of speech: grammatical and phonological. The 16 speech samples were divided into 32, 15 second segments (2 from each condition) and randomly ordered on a master tape. This tape was then independently judged for dialect representativeness by three dialect experts. Twenty-four white female and twenty-four white male graduate business students then rated the speech segments in terms of the evaluative dimension of the semantic differential.

The results of a 3-factor ANOVA supported the hypothesis that BNS speakers are negatively perceived as compared with GA speakers. No difference was noted between male and female raters. BNS speakers were *not* more negatively perceived when using GA grammar. The major finding of this research is a significant interaction between the phonological and grammatical aspects of dialect.

A STUDY IN THE USE OF LINGUISTIC STRUCTURES IN FOLKLORE FOR TEACHING SPANISH-READING COMPREHENSION SKILLS TO FOURTH-GRADE PUERTO RICAN CHILDREN Order No. DA8218895

DAVILA VELAZQUEZ, SONIA I., D.ED. *The Pennsylvania State University*, 1982. 171pp. Adviser: Jane M. Madsen

This study investigated the use of Spanish linguistic structures, such as complex sentences and embedded clauses along with Puerto Rican folklore as a means of increasing fourth-grade students' achievement in Spanish-reading comprehension skills.

The purpose of this study was to determine the extent to which a linguistically structured complementary Spanish reading program in Puerto Rican folklore, Treatment One (LCFRP), a non-linguistically structured complementary Spanish reading program in Puerto Rican folklore, Treatment Two (NCFRP), and a basal Spanish reading program (BRP) affected the reading comprehension skills of fourth-grade students. The students' attitudes toward the LCFRP and toward the NCFRP were determined.

The sample, 120 students, was selected from the population of all students of the low socio-economic level in the fourth grade in the Río Piedras V School District of the Puerto Rican Department of Public Education in Puerto Rico.

Two instruments were used to collect the data: the *Spanish Reading Skills Test* for fourth grade (Puerto Rican Department of Public Education, 1978b), and a one-item *Student Questionnaire*. The data were analyzed by using a one-way multivariate analysis of variance, chi-square test, t-test, and the Fisher exact test for independence.

The students who participated in the LCFRP had significantly greater total reading skills scores at the .01 level than the BRP students. The LCFRP students scored significantly better at the .01 level than the NCFRP students and the BRP students in the main idea skill subtest. No significant difference in the details skill subtest was found.

Sex was not a determinant factor in the achievement of reading skills of the LCFRP students. Analysis on the students' preference response toward the LCFRP and the NCFRP showed that the majority of the students in both treatment groups responded with the rating *Very much*, the highest rating on a scale of one to five.

Folklore was a motivating factor in both treatments. Comprehension of linguistic structures concomitant with folklore seemed to improve the reading comprehension skills of the LCFRP sample of fourth-grade Puerto Rican students.

A STUDY OF NAVAJO LANGUAGE MAINTENANCE AND SHIFT Order No. DA8218161

FULLER, EUGENE EARL, PH.D. *University of Pittsburgh*, 1982. 146pp.

This is a study of the extent to which vernacular Navajo is being maintained in Navajo homes and the attitudes of the Navajo toward vernacular literacy, the use of the vernacular in the schools and vernacular language maintenance.

Units of data were generated by questionnaires. The extent of vernacular usage is found to decline with the decline in the age of the speakers. Vernacular language attitudes were found on a Likert scale to be favorable. Language usage did not correlate significantly with language attitudes nor did usage and attitudes correlate significantly with selected socio-demographic variables. The shift away from the vernacular is a function, in part, of increased educational attainment among the Navajo. A T-test showed a significant relationship between the degree of education among adults and the extent to which they speak Navajo to the children. The higher the educational attainment, the less the vernacular is spoken. There is more oral use of Navajo than there is use of reading and writing. Pearson correlations of language maintenance attitudes with attitudes toward vernacular literacy and with using the vernacular in the schools were significant. It was recommended, for pedagogical and cultural reasons, that schools serving Navajo communities should seriously consider including vernacular Navajo in their curricula.

The chapters include: (I) Introduction, (II) The Trend in Language Maintenance and Shift: Language Dominance of Navajo Children, (III) Navajo Language Usage, (IV) Navajo Language Attitudes, (V) Vernacular Language Usage and Attitudes Compared, and (VI) Summary and Conclusion: Implications for Language Policy in Education.

TRANSPARENCY, AMBIGUITY, AND OPACITY AS A CONCEPTUAL FRAMEWORK FOR STUDYING INTERCULTURAL COMMUNICATION Order No. DA8221271

GIORDANO, JOHN ANTHONY, PH.D. *University of Minnesota*, 1982. 82pp.

The linguistic concepts of transparency, ambiguity, and opacity (TAO) are used to construct a conceptual framework to support the notion that there is a very deep, out-of-awareness universal classification system which people use to judge communication behavior across cultures.

The author tries to answer the following questions: (1) Do the terms TAO constitute a universal classification system of communication behavior? (2) Can we define, collect and classify intercultural meta-communication statements using the TAO framework? (3) Does the distribution of the statements as classified show anything significant about a culture's communication style preferences?

The first of these questions deals with theoretical issues which are not easily resolved. The author argues that TAO constitute a logical paradigm, are basic to linguistic research, and are out-of-awareness concepts assumed by linguistic experts to exist.

To answer the second question, the author gathered ninety intercultural metacommunication statements from various sources and classified them into TAO categories. Five other people were able to sort the statements agreeing with the author 66.6% (a percentage considerably greater than chance).

The distribution of the statements shows definite trends in style preferences of both U.S. and non U.S. cultures. Tentative as the results must be, the research shows that U.S. respondents are less discriminating in identifying cultural style than non U.S. respondents.

THE EFFECTS OF AN INTERCULTURAL COMMUNICATION WORKSHOP ON AMERICAN PARTICIPANTS' INTERCULTURAL COMMUNICATION COMPETENCE

Order No. DA8221280

HAMMER, MITCHELL ROY, PH.D. *University of Minnesota*, 1982. 250pp.

The Problem. It was the purpose of the present study to measure the effects of the Intercultural Communication Workshop (ICW) at the University of Minnesota on American participants' intercultural communication competence. A secondary focus was to determine the relationship between selected social climate dimensions of the ICW and the subjects' improvement in their intercultural communication competence. The research investigated the following two questions: (1) Does the ICW significantly improve participants' intercultural communication competence? (2) What is the relationship between the social climate of the ICW and the improvement of the participants' intercultural communication competence?

Methodology. The research study employed the nonequivalent control group design. The experimental and control groups consisted, respectively, of American students enrolled in (1) the ICW course and (2) a Discussion and Conference Methods course during spring quarter, 1981.

The approach used to investigate the effects of the ICW on the subjects' intercultural communication competence can be described as follows. A structured communication event was designed that employed the contrast-American simulation technique. In this event, each participant discussed the topic of leadership communication with an individual who portrayed the contrast-American role. These interactions took place once during the first week of classes and again during the final week of classes. These discussions were videotaped. Two judges then viewed the videotaped interactions and rated the American participants' intercultural communication competence using behavioral observation scales.

All subjects also completed a demographic characteristics questionnaire which assessed the similarity of the subjects from the control and experimental groups on selected background characteristics.

The approach used to examine the second research question involved the administration of a group environment scale which assessed the specific social climate within each of the ICW groups to which the subjects belonged.

Findings. The results clearly showed that the ICW did not significantly improve the participants' intercultural communication competence. Further, the findings suggest that the social climate of an ICW may be closely related to the participants' improvement in their intercultural communication competence.

AN INVESTIGATION OF THE RELATIONSHIP OF THE SYNTACTICAL FEATURES OF EBONICS AND READING COMPREHENSION ACHIEVEMENT OF MIDDLE-CLASS BLACK CHILDREN

Order No. DA8226466

HARVEY, DELORES SMITH, PH.D. *University of Maryland*, 1982. 163pp. Supervisor: Robert M. Wilson

The purpose of this investigation was to determine the interrelatedness of the syntactical features of Ebonics and reading comprehension achievement of black third and fifth grade children.

Ninety students participated in this study who were enrolled in three public elementary schools in Baltimore, Maryland. The students met the following criteria: (1) The schools attended by the students were Non-Title I schools. (2) The schools attended by the students had a three to one ratio or less of total enrollment to free lunch eligibility. (3) The students did not receive financial aid for lunch or transportation.

Interviews were conducted to get a sample of oral language from each subject. The tapes were transcribed by the researcher. A sample of 100 words was identified and examined for the presence of Ebonics.

A Pearson Product-Moment test of correlation was computed on the Ebonics scores and reading comprehension scores to determine the relationship between the two variables. Pearson's Chi-Square test of Independence (Kirk, 1978) was computed to determine the relationship between Ebonics and reading comprehension achievement, Ebonics and grade designation, and Ebonics and sex.

Within the limitations of this study, the following conclusions were drawn from the findings. (1) A non significant relationship was found between reading comprehension achievement in middle-class black children in third and fifth grade and the syntactical features of Ebonics. (2) A non significant relationship was found between grade designation, sex, and the syntactical features of Ebonics in middle-class third and fifth grade students.

The results of this study support and extent the findings of Gray, Saski, & McEntire (1980); Manarino (1980), and others who argue that oral language interference is questionable and has not been determined.

AN EXPLORATION OF THE COMMUNICATION PATTERNS OF AN AGED ETHNIC POPULATION IN A MODERN URBAN SETTING: THE OLD JEWS OF VENICE, CALIFORNIA

HONEYMAN-GOODMAN, DEANNE ESTHER, PH.D. *University of Southern California*, 1982. Co-Chairpersons: Professor James H. McBath, Professor T. Harrell Allen

The central purpose of this study was to explore the communication patterns that could be abstracted from a participant observation of an aged, ethnic population in a modern urban setting: the Old Jews of Venice, California. In pursuing this purpose three subsidiary questions were examined. What are the demographic characteristics of the Old Jews of Venice? How can the Old Jews be seen as a communication community with distinctive world views and self-concepts? What are the verbal patterns of interaction that are employed by the Old Jews when communicating inside and outside of their community?

The Old Jews of Venice consisted of persons between the ages of 70 to 98 years. Most members of the community were born in *shtetls* or small villages of Eastern Europe, from which they emigrated to the United States in the late nineteenth and early twentieth centuries. After raising children and retiring from careers, the Old Jews settled in Venice Beach.

The Old Jews have a distinctive world view, borne out of long lives filled with hardships and physical dislocation from their native lands. Their value system is similar to that which reportedly existed in Eastern European *shtetl* life, which held dear learning, wealth, and *yikhus*, or family prestige.

The verbal interaction patterns of the group have been identified as frontstage communication behaviors and backstage communication behaviors. Center members utilize frontstage behavior when meeting the public, and backstage communication behavior when interacting among themselves. The frontstage image depicts the Old Jews as veritable "fiddlers on the roof," or romanticized characters who negate the popularly held negative stereotypes of old people in America. Examination of backstage communication behaviors revealed the members to be active and avid communicators who alternated in their use of several languages. The general language patterns of the group were characterized by superstition and recurring references to hope and fear. Backstage communications bore striking similarities to communication patterns in the *shtetls* of Eastern Europe from which many Center members came. In conclusion, the Old Jews have created a "*shtetl* by the bay" in Venice, California.

AIDING BLACK BASIC WRITERS: A MOFFETT-BASED CURRICULUM COMBINED WITH TALK/WRITE PEDAGOGY

Order No. DA8223148

LEBOWITZ, REGINA ELAINE, ED.D. *Columbia University Teachers College*, 1982. 212pp. Sponsor: Professor Louis Forsdale

This descriptive study faced the problem of Black students in a college non-credit remedial writing course, who felt they could "talk fine, but just can't write." The problem of rusty writers, coming from another language system, with a history of repeated failures, often in this course was compounded by the need to pass the final examination, operate within a traditional rhetorical framework, and teachers who often know little or nothing about Black English structure and its West African roots or current Black cultural traditions. Too often, students themselves feel, after having had to write numerous themes, including final examinations, to fulfill requirements rather than because they feel any compelling reason to write, that they have nothing to say, with short, choppy sentences, no

generalizing, or generalizing with no specific narrative underpinnings, thoughts which lack any connections to one another, and no proofreading.

Yet these students come from a rich oral tradition and culture, which teachers need to know more about and utilize. This study combined a Zoellnerian Talk-Write approach, building on their oral cultural traditions, with a structured sequence of four writing assignments that attempted to range along a continuum from narrative into more abstraction and exposition necessary for college writing, based on the work of James Moffett, with each assignment building on the ones before it. Talking to partners, then gradually increasing the distance, in writing assignments, between speaker and subject and speaker and audience, forced these students to operate at higher levels of abstraction and anticipate what a more remote, imagined audience might need to know. Culturally-conditioned Black holistic cognitive styles, including lack of distance, led to the more elaborated code necessary in writing, as students learned a bi-cognitive development necessary to succeed in schools' analytically-oriented cognitive style, too often an alien symbolic system to these students heretofore. At the end of the semester, students showed a greater ability to speculate and theorize--as writers.

THE RELATIONSHIP BETWEEN UNDERSTANDING GRAMMATICAL CONJUNCTION AND READING COMPREHENSION IN NATIVE AMERICAN CHILDREN

Order No. DA8225508

LOESSLER, RUTH EDDLEMAN, PH.D. *The University of Oklahoma*, 1982. 133pp. Director: Dr. Richard P. Williams

The purpose of this study was to determine the relationship between the understanding of grammatical conjunctions and reading comprehension for Native American children in the fourth, fifth, and sixth grades. The problem was approached through three hypotheses. The first involved the correlation between reading comprehension and understanding conjunctions for the group and for each grade. The second involved the establishment of a hierarchy of difficulty among the most difficult conjunctions. The third problem concerned tracing developmental changes through these grades in the understanding of conjunctions and in the relationship between the two variables.

Three test instruments were used: the Stanford Diagnostic Reading Test, the Multiple Choice Conjunctions Test, and the Cloze Comprehension of Conjunctions Test. Statistical procedures used were the Spearman Rho Correlation, scattergrams, crossbreaks, chi-square, and the Mann-Whitney U.

The findings were: there is a statistically significant relationship between the understanding of conjunctions and reading comprehension, as measured by objective tests, at the fourth grade level. There is a statistically significant positive maturational change in the understanding of conjunctions from the fourth to the fifth grades. There is also a maturational change in the understanding of conjunctions, as measured by the Cloze procedure, but not by objective multiple choice tests, from the fifth to the sixth grades. A Variation of Goodman's Miscue Analysis indicated a maturational tendency to move from syntactic dominance at the fourth grade level to semantic focus at the sixth grade level.

Findings paralleled a previous large scale study of fourth grade children in an urban setting of mixed socio-economic levels and heterogeneous classes.

THE ABILITY TO MATCH BLACK ENGLISH AND STANDARD ENGLISH SENTENCES WITH THE APPROPRIATE SOCIAL SITUATION AMONG GOOD AND POOR READERS WHO ARE BLACK ENGLISH SPEAKERS AT GRADES FOUR, SIX, AND EIGHT

Order No. DA8215747

MORELL, RICHARD CHARLES, ED.D. *Columbia University Teachers College*, 1982. 75pp. Sponsor: Professor Robert Allen

One-hundred and ninety-two BE-speaking children at grades four, six, and eight were administered an identification task designed to answer the following questions: (1) Will good readers be better at the task of identifying the correct language style in the appropriate social context than poor readers? (2) Will this ability develop with age?

Sixteen pairs of sentences--one in SE and one in BE which differed on only one grammatical feature--were presented to groups of good and poor readers equally divided between males and females. Half the students were asked to identify whether sentence A or sentence B of the pair sounded more like a sentence heard in the neighborhood. The second half were asked to decide whether sentence A or sentence B sounded more like a sentence the student would hear in school. The dependent variable was the ability to match language style with the appropriate social context as measured by the number of correct matches.

A three-factor analysis of variance was performed on the number of correct matches. The results were as follows: (1) Reading group was significant in that the good reading groups had a higher mean number of correct matches than the poor reading groups overall, at each grade level, and on the BE and SE tests. (2) Grade level was significant in that the sixth and eighth grades were significantly higher than the fourth grade on the mean number of correct responses but were not significantly different from each other. (3) Dialect was significant in that poor readers scored below the chance level on identifying BE sentences.

The results indicated that the child's ability to recognize different language styles correlated highly with reading achievement. To improve the reading skills of BE-speaking children, it was suggested that linguistic awareness be incorporated into a total reading program and that researchers need to develop new materials for teaching linguistic awareness.

GETTING READING AND WRITING: A DESCRIPTION OF LITERACY LEARNING PATTERNS IN THREE URBAN FAMILIES

Order No. DA8223157

MORISON, VIRGINIA ANN, ED.D. *Columbia University Teachers College*, 1982. 583pp. Sponsor: Professor Raymond P. McDermott

This study reports some ways three urban families--two Black American, one Irish American--promote learning about literacy in their everyday lives. Each family includes a focal child age 9-11, performing either well or not well on school literacy tasks, and at least one sibling. The study's purpose is to show how, in what implicit, situational contexts families use literacy artifacts to accomplish reading and writing from an interaction-in-a-meaningful-environment perspective. It takes a positive view by looking at what families *can* do. Literacy is seen as a social activity, a tool which gives the user a means of control over situations.

Following a review of relevant literature, contractual, team research considerations are detailed. Ethnographic field work, theory and method are delineated, and the extent to which this study qualifies as ethnographic in each respect is explained. Developing good descriptions and getting started in family field work concerns are discussed, as is the use of field notes, audiotaping, informal interviewing, and photography as data-collection techniques associated with participant observation.

Family portraits detail sociohistorical, sociocultural and family life information, educative styles and themes.

Findings consist in descriptive accounts of literacy learning activity which result from a 20-dimension comparative analysis of artifacts across the families. These descriptions disclose how family members participate with regularity around 30 functional artifacts, and also establish where similarities and differences lie.

By grounding family theory in these interpretations (which are not easily quantifiable but speak instead of probability, potentiality, and process), how literacy use is influenced by family constraints and structure is revealed also. Literacy activity shown to be available and displayed by informants as necessary is tied to internal social control mechanisms--certainty, routines, rituals, tradition, myth and family knowledge, hindrances and hurdles, rewards, and a relative absence of literacy--seen to operate and regulate availability in the families. Distribution of literacy activity is tied to several family composition and domain features--solidarity, maintaining an immediate, real, personal and private domain, intergenerational participation, and sibling relationships--in ways that regulate who gains access to particular literacy artifacts and interaction.

IDIOMATIC COMMUNICATION BEHAVIORS AS INDICATORS OF ACCULTURATION

Order No. DA8226594

RUIOL, RICHARD ALAN, PH.D. *University of Washington*, 1982. 194pp. Chairperson: Professor John E. Bowes

This study examined the communication of culturally-sensitive idiomatic language as an indicator of how far acculturation had proceeded in newcomers. Because of the imbedded nature of idioms, considerable cultural and linguistic experience was required to decode them appropriately.

Two idiomatic fluencies--recognition and comprehension--were studied in relation to newcomers' interpersonal and mass media involvement with the host society. As an exploratory study, research questions were generated to test the relative strengths of communication behaviors with the idiomatic acculturation criteria. The communication behaviors were: (1) development of close friendships; (2) organizational affiliations; (3) amount of radio listening; (4) type of radio listening; (5) amount of television watching; and (6) type of television watching. Additionally, interpersonal and mass media indexes were constructed and tested against the idiomatic fluencies.

The study surveyed 174 Asian newcomers in Honolulu, Hawaii from January to June 1980. All were enrolled in English as a second language classes. Carter's "signalled stopping technique" was employed for detecting idiomatic recognition. A multiple-choice mastery test was used for finding idiomatic comprehension.

The results indicated that close host societal friendships provided the strongest link to idiomatic fluency. Additionally, newcomer interpersonal involvement, as a whole, was more strongly related to both idiomatic recognition and comprehension than mass media involvement. Moreover, the study underscored the usefulness of idiomatic fluencies as indicators of acculturation.

DETERMINATION OF THE SCORING CRITERIA FOR A SPANISH INFORMAL READING INVENTORY FOR BILINGUAL STUDENTS

Order No. DA8213702

SMOLEN, LYNN ATKINSON, PH.D. *The University of Florida*, 1981. 287pp. Co-Chairmen: William R. Powell, Clemens Hallman

The main purpose of this study was to determine the word recognition, reading rate, and error rate scoring criteria for the Spanish Informal Reading Inventory (SIRI). Another purpose was to test certain hypotheses concerning oral reading behavior in Spanish.

Pre-primer to eighth grade passages for the SIRI were written. The difficulty level of the passages was based on readability estimates of four Spanish basal reading series. A cloze procedure, administered to 229 students, was used to validate the readability of the passages.

The SIRI was administered to 112 students randomly selected from a population of 175 students on the basis of their scores on the CTBS/Español. Each student's performance was recorded in terms of words per minute, error ratio (i.e., errors per 100 words), and error rate (errors per minute).

Criteria for use with the SIRI were calculated for error ratio, oral reading rate, and error rate. These criteria were determined for three reading clusters and corresponded to the level of the reading material and not the student's grade level.

The criteria for error ratio were 10.2 for pre-primer through second grade, 5.8 for third through fifth grade, and 3.6 for sixth through eighth grade.

The criteria for oral reading rate were 53.4 for pre-primer through second grade, 79.9 for third through fifth grade, and 86.0 for sixth through eighth grade.

The criteria for error rate were 3.7 for pre-primer through second grade, 3.7 for third through fifth grade, and 3.0 for sixth through eighth grade.

The results of the hypotheses testing showed: (1) an inverse linear relationship between the error ratios and the readability of the material; (2) passage difficulty rather than grade placement affected error production, except for passages at the seventh and eighth grade levels; (3) a significant negative relationship between reading rate and error ratio at each passage level; (4) a significant positive relationship between reading rate and comprehension at all passage levels, except the sixth grade; (5) error rate was predictive of comprehension, and reading rate was predictive of instructional level on the SIRI.

CASE STUDIES OF INNER-URBAN SCHOOLS AND READING ACHIEVEMENT

Order No. 8222012

WINFIELD, LINDA FITZGERALD, PH.D. *University of Delaware*, 1982. 427pp. Professor in charge: Richard L. Venezky

Five inner-urban elementary schools in a major metropolitan district were studied during the 1979-80 school year to determine the extent to which organizational variables such as an achievement orientation and building-wide instructional efficiency varied with reading achievement levels, and to search for additional school-wide factors which might relate to success in reading.

Approximately 400 hours were spent in data collection. Study techniques included on-site observations, open-ended interviews with school and district personnel, administration of a questionnaire, analysis of standardized reading achievement scores and other reading measures, and review of newsletters and principals' memos.

Principals in the majority of schools were found to be maintenance oriented. This orientation was characterized by a low degree of involvement in the reading program, an emphasis on maintaining routine school operations and low expectations for student achievement. A primary consequence of this orientation was principals' failure to assume the responsibility for instruction and irrationality in decision making. These variables influenced instructional organization for reading. In School I, the reading specialist assumed the responsibility for instructional leadership but was limited in improving school-wide reading practices by lack of authority over teachers. In School V, the community and parents assumed the responsibility for leadership in instruction.

In general, measures used to assess students' reading ability in the sample schools were found to be unstable from year to year, recorded incorrectly or suspected of being inflated. The ability of this investigation to survey the relationship between organizational variables and reading achievement was found to be limited by the quality of the dependent measure.

Patterns found in the schools studied were synthesized into general models of school organization and effectiveness which take into account instructional processes as well as probable achievement outcomes. Such patterns must be taken into account when planning and evaluating school effectiveness in reading instruction.

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